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ABSTRACT

An instructor's manual on employment and the American economic system is provided in this set of prevocational education materials which focuses on the world of work. Instructional goals include knowing what is meant by employment, understanding how the American economic system works, and understanding what is meant by free enterprise. (This set of materials is one of ninety-two prevocational education sets arranged around a cluster of seven vocational offerings: agriculture, home economics, distributive education, health occupations, world of work, trade and industry, and office occupations.) The instructor's guide is organized into the following elements: title of activity, duration of activity (four to six days), activity goals, instructional objectives (nine), related vocational clusters, and activity implementation (description, materials needed, safety considerations, teacher preparation prior to class, during the class, follow-up activities, and masters for duplication [e.g., vocabulary list and word puzzles]; large set of transparencies is also included). (JH)

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WORLD OF WORK
EMPLOYMENT AND AMERICAN ECONOMIC SYSTEM

Kit No. 27

INSTRUCTOR'S MANUAL

Prepared by

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In Cooperation With

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1978

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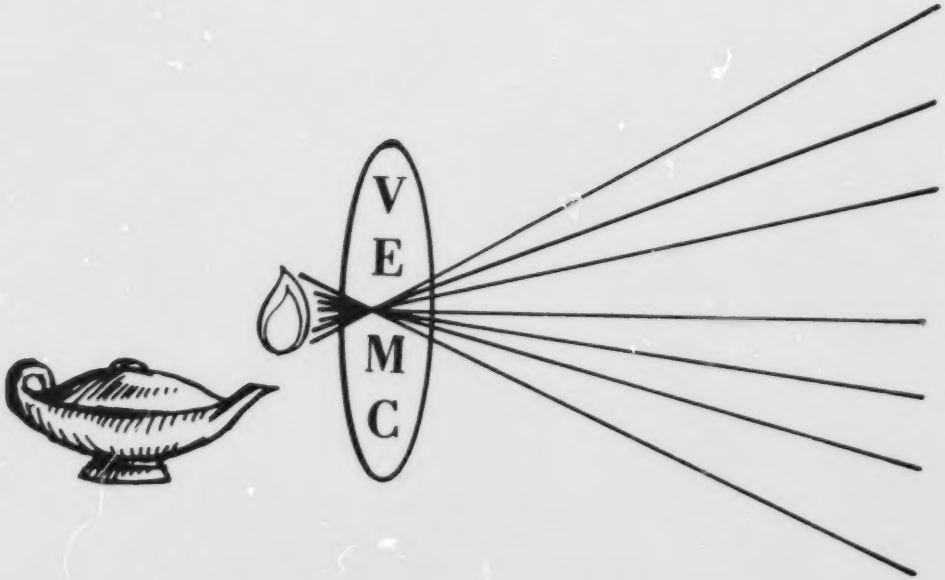

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TITLE OF ACTIVITY

Kit No. 27, World of Work – Employment and American Economic System

DURATION

Main Activity – 4 to 6 days

GOALS

The student will know what is meant by employment.

The student will understand how basic human needs are met by working.

The student will understand how the American economic system works.

The student will understand what is meant by free enterprise.

INSTRUCTIONAL OBJECTIVES

The student will write a paragraph on the benefits to be derived from work, besides earning a living.

The student will quote how much time is spent on the following activities: sleeping, working, eating, school, and recreation.

The student will list 10 goods and 10 services used on the following activities: sleeping, working, eating, school and recreation.

After viewing the transparencies on the four types of goods, the student will list the free goods, economic goods, consumer goods, and capital goods required to make an automobile tire.

After viewing the Circular Flow of Income, the student will develop a flow circle starting with an Iowa farmer's corn crop, through the manufacture of a breakfast cereal, to a serving of cereal on the breakfast table.

The student will design a bulletin board on either the free enterprise system, the basic human needs of life, or the American economic system.

The student will write a paragraph on how unemployment in one industry affects other industries or businesses.

The student will state what affect competition has on availability of goods and services to an individual.

Using the America's Wheel of Economic Progress word list, the student will fill in two crossword puzzles and two word completion puzzles.

VOCATIONAL CLUSTERS

Agriculture
Distributive Education
Health Occupations
Home Economics
Office Occupations
Trade and Industry

ACTIVITY IMPLEMENTATION

A. Description

By means of transparencies, puzzles, and a small amount of writing exercises, the student will gain an understanding of what employment is; why people have to work; how a person determines his basic human needs of life; how the American economic system works, and what is meant by free enterprise.

B. Safety

Care should be taken when using scissors and the stapler.

C. Materials Required

1. <u>Audio Visual Equipment</u>
   Projection Screen
   Overhead Projector
   16 mm Projector (if free film is used)
2. <u>Technical Equipment</u>
   Transparencies: (34)
   Definition of Work
   Examples of Services We Use
   Examples of Goods We Use
   Goods and Services
   Goods and Services
   The Hamburger
   Flow Chart of Hamburger
   Raising Beef Cattle
   Transportation to Market
   Processing Plant
   Transportation
   Wholesaler and Packaging Plant
   Transportation

Serving the Hamburger
Basic Human Needs
Physical Safety
Love
Esteem; Respect
Self-realization
Human Wants Are Satisfied With Goods and Services
4 Types of Goods
Gross National Product
Cotton: Field to Market
Cotton: Field to Market
Cotton: Field to Market
Flow of Money
Flow of Goods and Services
Combined Flow
The Circular Flow of Income
America's Wheel of Economic Progress
Answers for Puzzle No. 1
Answers for Puzzle No. 2
Answers for Puzzle No. 3
Answers for Puzzle No. 4

3. Expendable Materials
Pencils with erasers (have students bring these)
Paper for activities
Colored paper for bulletin board activity
Old magazines for collection of illustration for bulletin board
Stapler and staples
Scissors

D. Preparation Prior to Class

Study materials in kit.

Order 16 mm. films for all activities if these free films are to be used. This should be done as early in the year as possible.

Schedule dates for use of overhead projector and 16mm. projector if you have a school audio-visual department.

Duplicate material on Spirit Master.

Ask each student to bring a pencil with an eraser and paper.

Ask students to collect some old magazines for classwork.

Have stapler and staples.

Get package of colored paper.

E. During Class Session

Discuss work--what is it? Solicit responses from students. Write their definitions on chalkboard. Hopefully one of the responses will carry the idea expressed on transparency 1 which states that "work involves producing goods and services and being paid for it".

Show transparency 1 and explain.

Discuss goods and services, cite examples of each (use transparencies 2 and 3), and who provides these goods and services (transparencies 4 and 5).

Discuss the number of workers needed to supply us with goods and services. Use the Tasty Deluxe hamburger as an example, transparency 6. Use transparencies 7, 8, 9, 10, 11, 12, 13, and 14. Note: On transparencies 8, 9, 10, 11, 12, 13, and 14, only some examples of workers directly or indirectly are listed. A complete list isn't practical.

Using transparencies 15 to 19 discuss the basic human needs and their relationship to employment.

Have the students write a paragraph on the benefits to be derived from work, besides earning a living.

Distribute worksheet No. 1. Ask students to estimate for one week how much time has been spent on the following activities: Sleeping, Working, Eating, School, and Recreation.

Show transparency No. 20, discuss, and then leave on screen. Now ask students to list 10 goods and 10 services they used on these activities. Discuss these with them after completion.

Show transparency No. 21 and discuss the four types of goods.

Leave the transparency on the screen and ask the students to list the free goods, economic goods, consumer goods, and capital goods required to make an automobile tire or a product of your choice.

Show transparency No. 22 and explain what is meant by the gross national product.

Discuss the economic factors of production by tracing a cotton shirt from the raw material to the final good using transparencies 23, 24, and 25 to illustrate production factors of land, labor, and capital.

Discuss the economic cycle. Use transparencies 26 and 27 to illustrate the way in which money moves from people (the public) to businesses and industries and back to the people. Use the example of the cotton shirt discussed earlier. (For example: the student as an individual consumer spends money for a shirt. This money goes to businesses and industries. Businesses and

industries pay wages, salaries, and share profits earned producing the shirt. If the student is employed, for example, he is paid a salary by business or industry.)

Use transparency 28 to illustrate the flow of goods and services. For example: goods and services (in this case a shirt) moves from business and industry to the people (public). In turn, people use skills to produce more goods and services.

Project transparency 29 onto the screen, explain, and then ask the students to develop a flow circle starting with a farmer's corn crop, through the manufacture of a breakfast cereal, to a serving of cereal on the breakfast table.

Discuss how unemployment in one industry affects other industries or business. Refer back to transparencies 23, 24, and 25. If the farmer has a crop failure it affects the ginners, wholesalers, yarn and cloth production, manufacturing, etc. Illustrate the reverse trend--for example, little demand for cotton shirts could cause the manufacturing company to close. This would affect production in cloth, plant, yarn mill, cotton sold and perhaps the value of cotton produced since cotton crops are sometimes already planted before a market slump is evident.

Ask students to write a paragraph on how unemployment in one industry affects other industries or businesses. When they are finished, have them discuss some of these in class.

Give students the list of vocabulary words on America's Wheel of Economic Progress.

Tell them that some of the words will be on the next transparency and they will need the list later for some crossword and completion puzzles.

Using transparency 30, explain the parts of the wheel using the following explanations.

HUB - conducts the driving force which is man's economic – FREEDOM

SPOKES – give the wheel strength and are the economic – PRINCIPLES WE LIVE BY

RIM – holds them together and is man's sense of – INDIVIDUAL RESPONSIBILITY

ROAD – on which the wheel must roll is man's respect for – LAW AND ORDER

Explain each spoke of the wheel using the following descriptions:

A PRODUCTIVITY BRINGS PROSPERITY

The greatest good for the greatest number means, in its material or economic sense, the greatest goods for the greatest number which, in turn, means the greatest productivity per worker

B. THE CUSTOMER IS THE BOSS

In the market place of our modern competitive production and exchange economy, payroll and employment come from customers, and the only worthwhile job security is customer security; if there are no customers buying a company's products or services, there can be no payroll, no dividends, and no jobs. Therefore job security is a partnership problem that calls for understanding and cooperation between a worker, manager, and owner to get and to hold customers.

C. PRIVATE PROPERTY IS THE KEY

In a free society such as we enjoy in America, the right to own property is a strong stimulus to the Human Energy factor. It provides the incentive for man to take the risks of making profit or suffering loss, to apply his energy to the development of better tools with the anticipated increase in his standard of living. The traditional American values of the individual dignity of man, of fair play, freedom of one's labor, together with the basic right to own private property, stimulate ambition, reward honest work, encourage creative imagination, and thus are the lifeblood of private enterprise.

D COSTS MUST BE TIED TO PRODUCTIVITY

Because the cost of human energy -- wages, salaries, etc. is a substantial cost of everything, it must be tied closely to productivity. If this increases without corresponding growth in production then the result is simply an increase in everybody's cost of living.

E TOOLS DO THE WORK

Man's Material Welfare Equals Natural Resources Plus Human Energy Times Tools

$$MMW = NR + HE \times T$$

F COMPETITION IS A DISCIPLINE

Under our American free enterprise system competition provides a discipline which causes those who make products or offer services to strive to meet in price and quality the customer's needs and wants.

Explain how any failure or weakening of hub, spokes, rim or road threatens the system which has provided more things for more people than any other economic system in history:

THE FREE ENTERPRISE SYSTEM

Have students discuss how competition has an effect on the availability of goods and services to an individual.

Handout and have students work on Puzzle No. 1. Tell them that some of the words are on the vocabulary list you handed out.

When most of the students have completed the puzzles, project transparency 31 onto the screen which is the answer key.

Do the same for Puzzles 2, 3, and 4.

Break the class up into groups and using old magazines, have the students design a bulletin board depicting either the free enterprise system, the basic human needs of life, or the American economic system.

MASTERS FOR DUPLICATION

1. Worksheet No. 1
2. America's Wheel of Economic Progress Vocabulary
3. Puzzle No. 1
4. Puzzle No. 2
5. Puzzle No. 3
6. Puzzle No. 4

STUDENT WORK SHEET 1

SLEEPING	_____	HOURS
WORKING	_____	HOURS
EATING	_____	HOURS
SCHOOL	_____	HOURS
RECREATION	_____	HOURS

GOODS	SERVICES
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

AMERICA'S WHEEL OF ECONOMIC PROGRESS

VOCABULARY

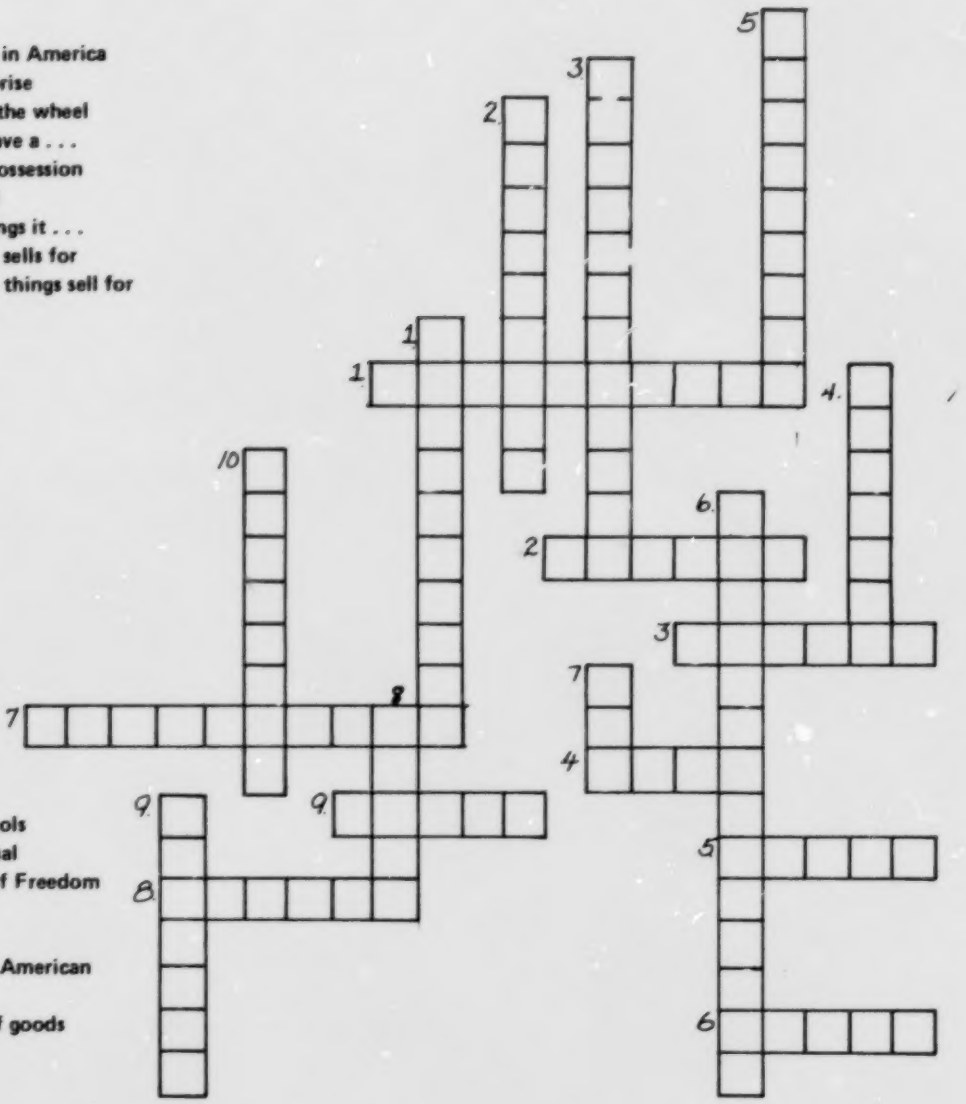
Boss
Capital
Choice
Competition
Consumer
Costs
Courts
Customer
Decisions
Depreciation
Discipline
Distribution
Economic
Energy
Enterprise
Freedom
Fringe Benefits
Hub
Imbalance
Individual
Invest
Judicial Process
Law
Material
Obsolescence
Order
Prices
Principles
Productivity
Profit
Property
Progress
Prosperity
Resources
Responsibility
Rim
Roadbed
Salary
Spokes
Surface
System
Taxes
Thumb
Tools
Transportation
Truths
Wages
Welfare
Wheel
Work

Courtesy of the National School Committee for Economic Education, Inc.

PUZZLE NO. 1 – ECONOMICS AND FREE ENTERPRISE

ACROSS:

1. We live by these in America
2. The Free Enterprise
3. The strength of the wheel
4. All businesses have a . . .
5. Man's greatest possession
6. Part of the hand
7. Productivity brings it . . .
8. What something sells for
9. Determine what things sell for

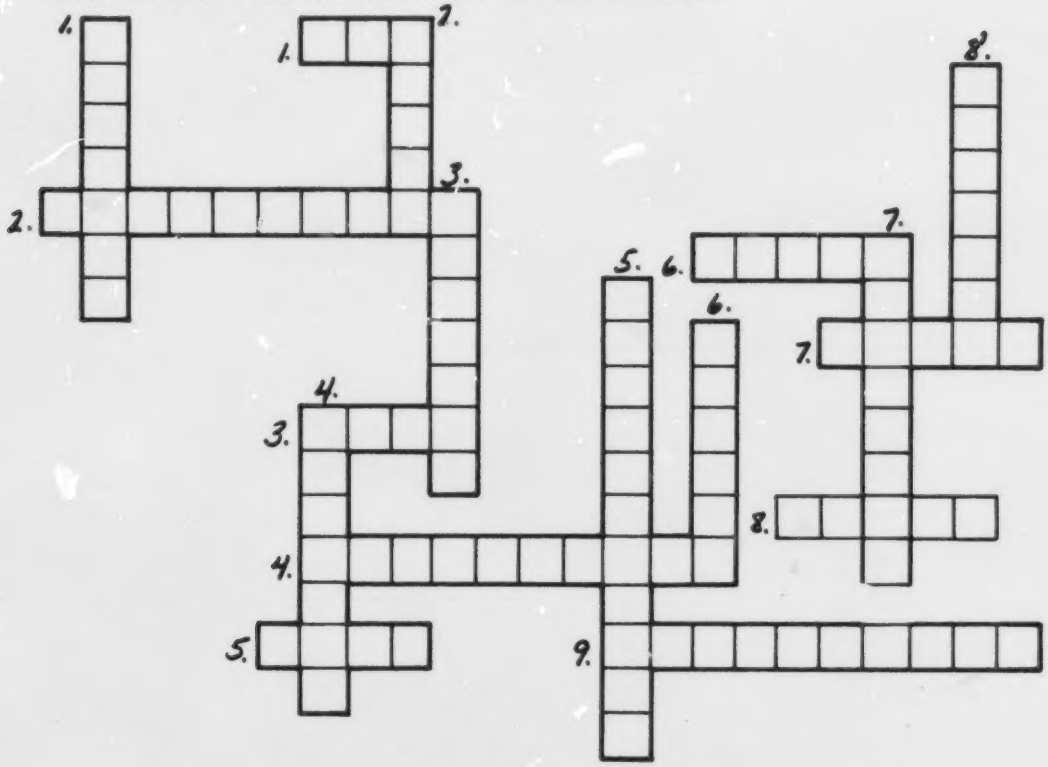


DOWN:

1. Result of productivity
2. Out of balance
3. It brings prosperity
4. A road has it
5. A subject taught in schools
6. Americans have individual
7. It transmits the power of Freedom in the wheel
8. They do the work
9. Money and tools in the American Enterprise System
10. They determine types of goods produced

Courtesy of the National School Committee for Economic Education, Inc.

PUZZLE NO. 2 – ECONOMICS AND FREE ENTERPRISE



ACROSS:

1. Rules of a society
2. Love of and devotion to one's country
3. Not controlled by others
4. We have free _____ in our country
5. Human activity that provide goods and services
6. To engage in exchange, purchase and sale
7. Needed for production
8. Amount asked in sale of something
9. One human being

DOWN:

1. The state of well-being
2. Payment for work
3. A person who conducts a business
4. Absence of constraint in choice or action
5. Persons or companies trying to secure customers
6. Freedom of _____
7. Pertaining to production, distribution and consumption
8. All things used by a company

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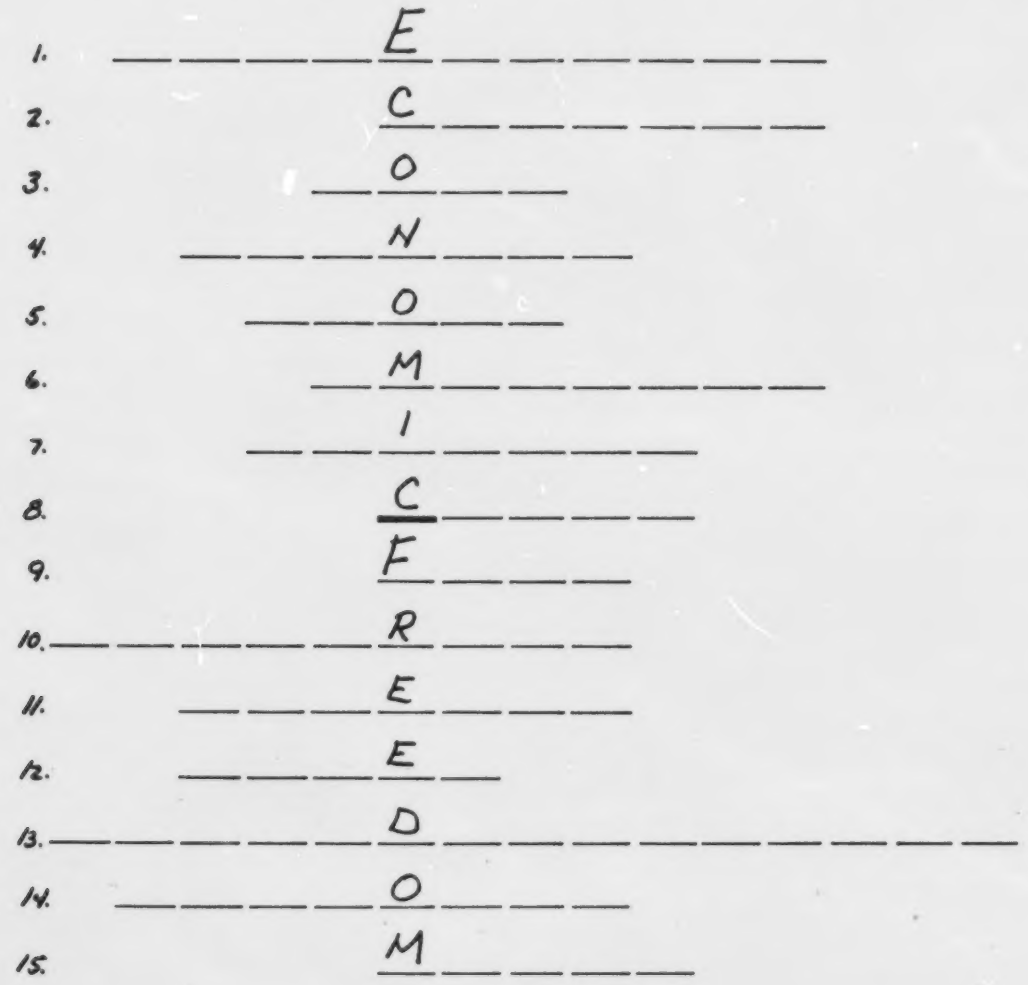
PUZZLE NO. 3 – ECONOMICS AND FREE ENTERPRISE



1. Stimulant to making better goods at lower prices
2. Every American has the right to make . . .. .
3. Customer is the . . . .
4. Our system can be called a free enterprise . .
5. Necessary for productivity
6. The Constitution guarantees the . . . way of life
7. . . . . property is the key incentive to work
8. . . . . must be tied to productivity
9. America, the land of the . . . .
10. NATURAL . . . . plus HUMAN ENERGY times TOOLS equals Man's Material Welfare
11. A right stated in the Declaration of Independence
12. Part of the roadbed for the Wheel of Progress
13. Dependence on others and their dependence on us
14. The boss
15. A medium of exchange

Courtesy of the National School Committee for Economic Education, Inc.

PUZZLE NO. 4 – ECONOMICS AND FREE ENTERPRISE

1. _ _ _ _ _ _ _ _ _ _ L _ _ _ _
2. _ _ A _ _
3. _ _ W _ _ _ _ _
4. _ _ _ _ _ _ A _
5. _ _ N _ _ _ _ _ _ _ _ _ _ _
6. _ _ D _ _ _
7. _ _ O _ _ _ _
8. _ _ _ _ _ R _ _ _
9. _ _ _ _ D _ _ _
10. _ _ _ _ _ _ E _ _
11. _ _ R _ _ _ _ _ _ _ _ _ _

1. Every good citizen must have this
2. Necessary for wheel to roll easily
3. It has spokes and a rim
4. Nation with free enterprise
5. The first consideration in American democracy
6. Goes with law
7. These give strength to the wheel
8. Private . . . . is essential to free enterprise
9. The hub of the wheel
10. He is king
11. These underline America's whole system

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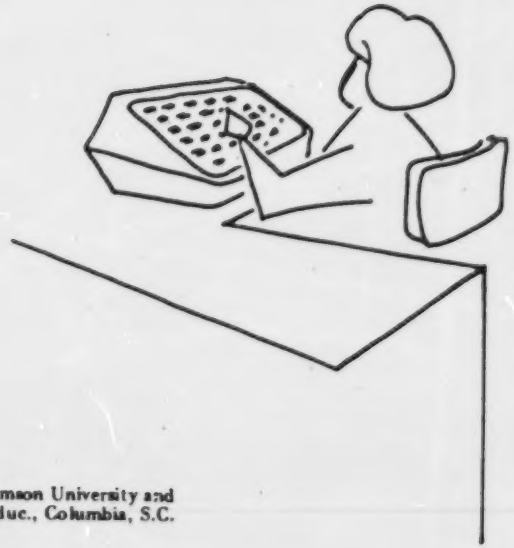
A DEFINITION OF WORK AS IT APPLIES TO EMPLOYMENT: PRODUCING GOODS AND SERVICES AND BEING PAID FOR IT.



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Transparency No. 1

EXAMPLES OF SERVICES WE USE

EDUCATION

BARBERING

MEDICAL CARE

HIGHWAY MAINTENANCE

JANITORIAL SERVICES

POLICE PROTECTION

FIRE PROTECTION

_____

_____

_____

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Transparency No. 2

PRIVATE ENTERPRISE PROVIDES MOST GOODS AND SERVICES

INDIVIDUALS AND COMPANIES EARN PROFITS BY PROVIDING GOODS AND SERVICES, i.e., OPERATING FARMS, FACTORIES, OFFICES, AND STORES. EMPLOYEES OF THESE ARE PAID WAGES FOR THEIR LABOR.

EXAMPLES: FACTORY

FARM

PROFESSION

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Transparency No. 3

EXAMPLES OF GOODS WE PURCHASE

FOOD

CLOTHING

AUTOMOBILES

HOUSES

RECORDS

MEDICINE

_____

_____

_____

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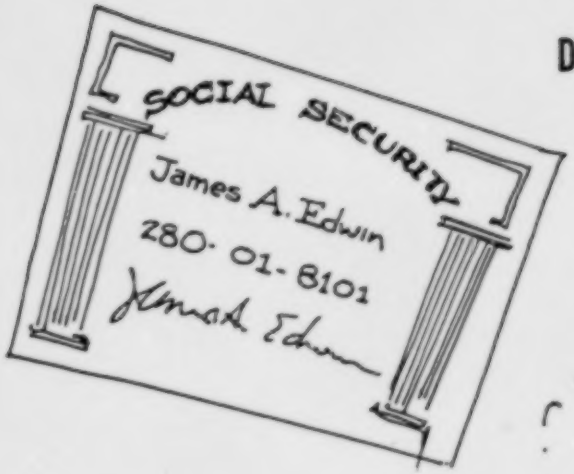
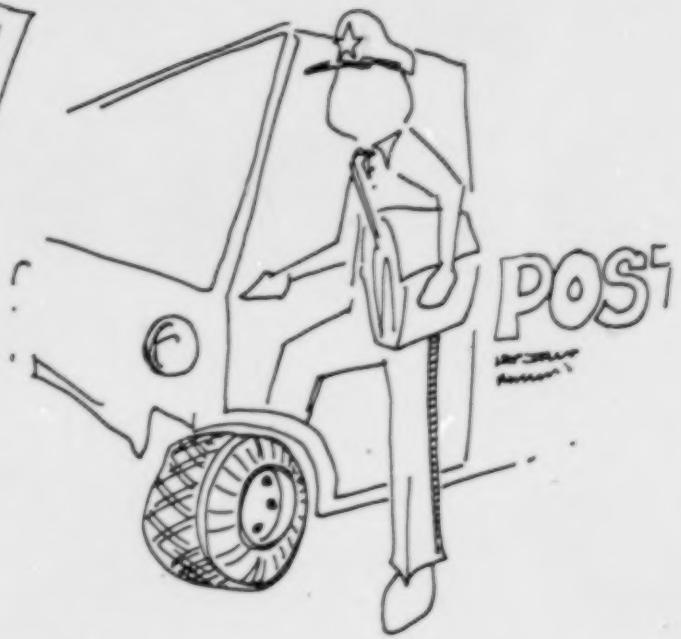
Transparency No. 4

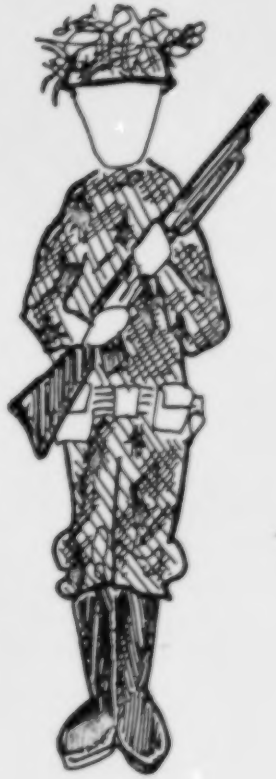
LOCAL, STATE AND NATIONAL GOVERNMENT PROVIDE SOME SERVICES FOR PEOPLE. PEOPLE PAY FOR THESE SERVICES THROUGH TAXES.

EXAMPLES: POSTAL SERVICE SCHOOLS ROADS

DEFENSE SOCIAL SECURITY







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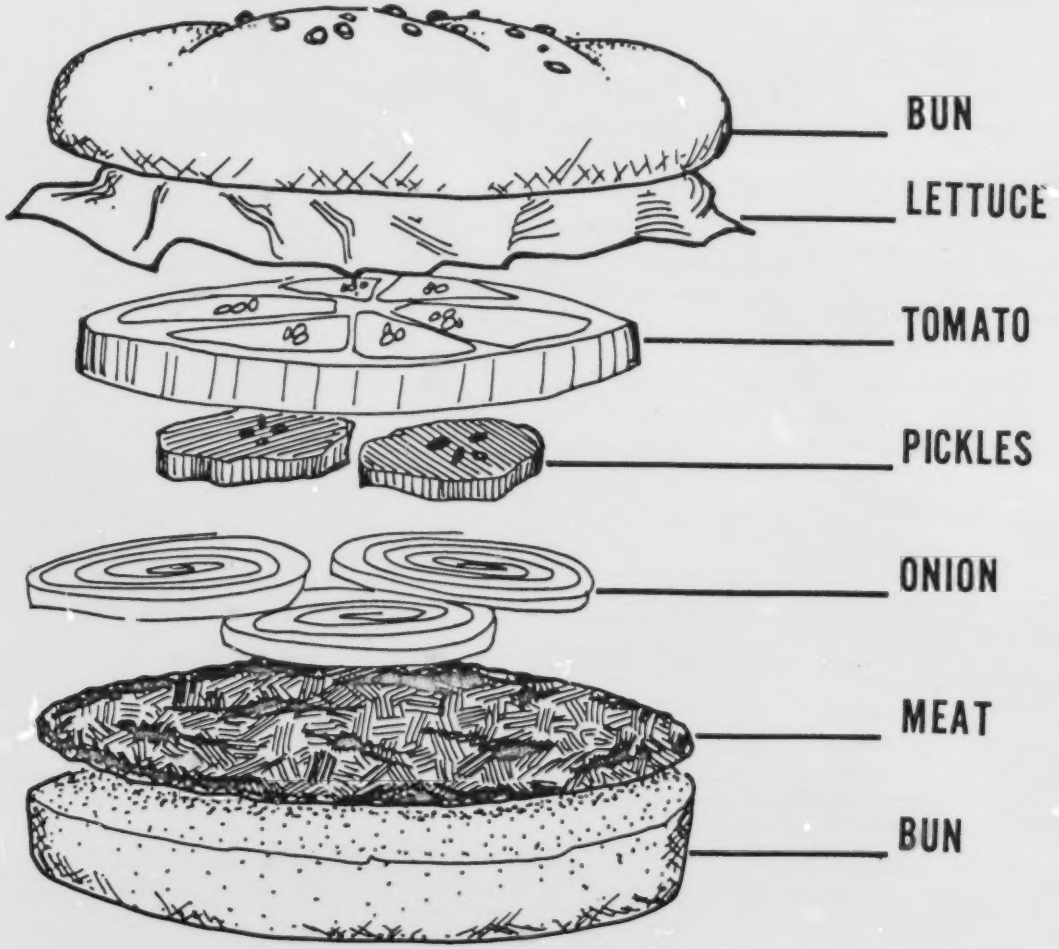
Transparency No. 5

THE HAMBURGER



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Transparency No. 6

HAMBURGER FROM FARM TO YOU

CATTLE FARM

TRANSPORTATION

SLAUGHTERHOUSE

MEAT PROCESSING PLANT AND WHOLESALE WAREHOUSE

TRANSPORTATION

RESTAURANT

Vocational Education Media Center, Clemson University and
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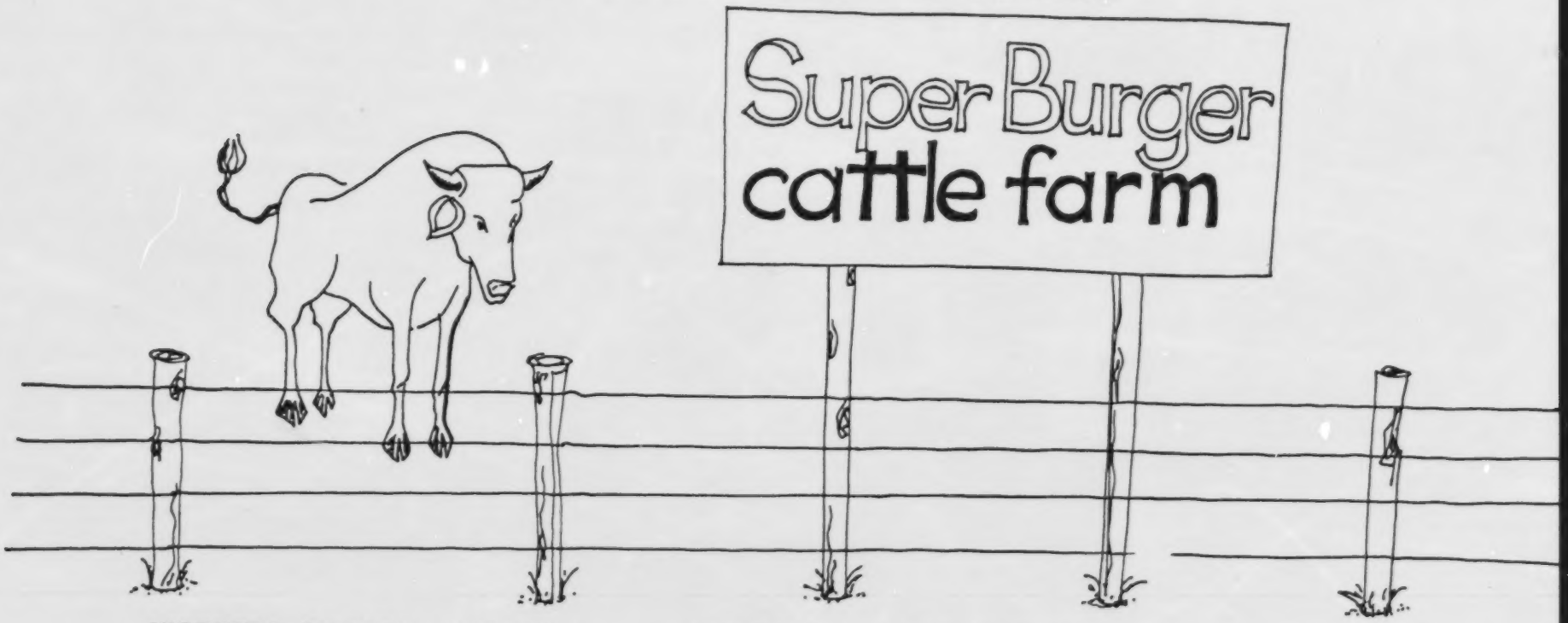
Transparency No. 7

HAMBURGER FROM FARM TO YOU

RAISING BEEF CATTLE



WORKERS DIRECTLY INVOLVED

1. CATTLE FARMER
2. HELPERS

WORKERS INDIRECTLY INVOLVED

1. FARM EQUIPMENT MANUFACTURERS AND DEALERS
2. FEED PRODUCERS
3. VETERINARIANS
4. FERTILIZER PRODUCER
5. CATTLE BREEDERS

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Transparency No. 8

HAMBURGER FROM FARM TO YOU
TRANSPORTATION TO MARKET

WORKERS DIRECTLY INVOLVED

1. TRUCK DRIVERS
2. LABOR FOR LOADING AND
3. UNLOADING

WORKERS INDIRECTLY INVOLVED

1. TRUCK MECHANICS
2. TIRE MANUFACTURERS
3. OIL REFINERY WORKERS
4. BANKERS
5. CLERICAL WORKERS
6. COMMUNICATIONS WORKERS
7. SALES

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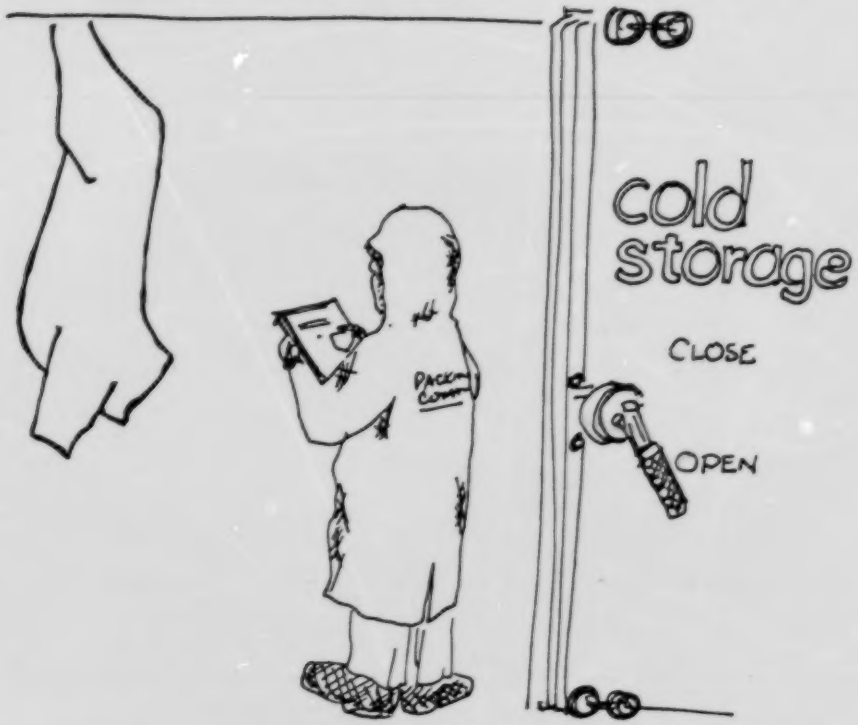
Transparency No. 9

HAMBURGER FROM FARM TO YOU
PROCESSING PLANT



WORKERS DIRECTLY INVOLVED

1. BUYER
2. GRADER
3. BUTCHER AND HELPERS
4. INSPECTOR
5. CLERICAL WORKERS

WORKERS INDIRECTLY INVOLVED

1. EQUIPMENT MANUFACTURER
2. CONSTRUCTION WORKERS WHO BUILT BUILDINGS
3. JANITORS
4. UTILITY PRODUCERS

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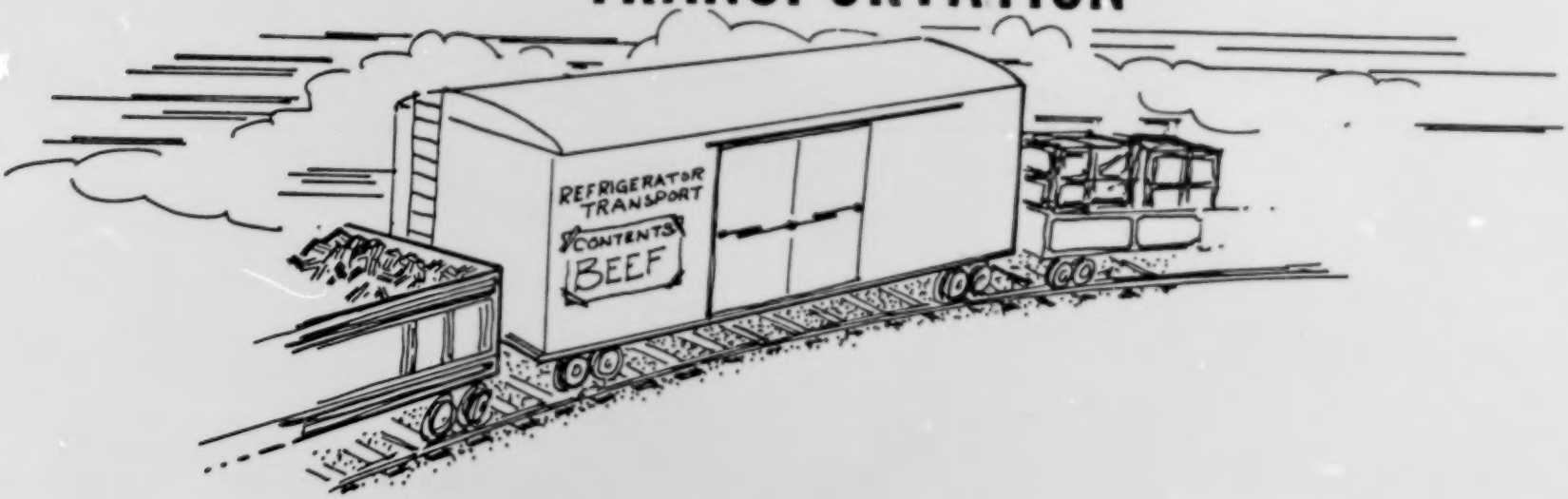
Transparency No. 10

HAMBURGER FROM FARM TO YOU
TRANSPORTATION



WORKERS DIRECTLY INVOLVED

1. RAILROAD EMPLOYEES
2. LOADING AND UNLOADING WORKERS

WORKERS INDIRECTLY INVOLVED

1. RAILROAD EQUIPMENT MANUFACTURERS
2. RAILROAD CONSTRUCTION WORKERS

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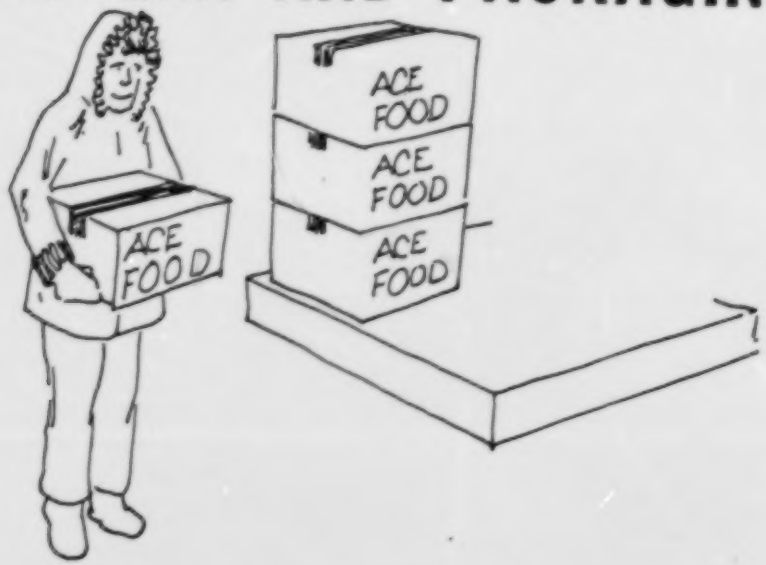
Transparency No. 11

HAMBURGER FROM FARM TO YOU

WHOLESALER AND PACKAGING PLANT



WORKERS DIRECTLY INVOLVED

1. BUYERS
2. WAREHOUSE EMPLOYEES
3. MEAT CUTTERS
4. PACKAGING WORKERS
5. INSPECTORS
6. CLERICAL HELP
7. MANAGEMENT

WORKERS INDIRECTLY INVOLVED

1. MANUFACTURER OF EQUIPMENT
2. UTILITY WORKERS WHO PROVIDE ELECTRICITY
3. PAPER MILL EMPLOYEES WHO MAKE PAPER FOR WRAPPING MEAT
4. JANITOR
5. SANITATION WORKERS
6. COMMUNICATIONS WORKERS

Transparency No. 12

HAMBURGER FROM FARM TO YOU

TRANSPORTATION

WORKERS DIRECTLY INVOLVED

1. TRUCK DRIVER

WORKERS INDIRECTLY INVOLVED

1. GASOLINE STATION ATTENDANTS
2. TRUCK MECHANICS
3. HIGHWAY CONSTRUCTION CREWS
4. TRUCK MANUFACTURING WORKERS
5. TIRE MANUFACTURERS

Vocational Education Media Center, Clemson University and
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Transparency No. 13

HAMBURGER FROM FARM TO YOU

SERVING THE HAMBURGER

WORKERS DIRECTLY INVOLVED

1. MANAGERS
2. COOK

WORKERS INDIRECTLY INVOLVED

1. UTILITY WORKERS
2. SANITATION WORKERS
3. BANKERS WHO FINANCE OPERATION
4. PEOPLE WHO PUT MONEY IN THE BANK

Transparency No. 14

BASIC HUMAN NEEDS

LIFE-SUSTENANCE

Transparency No. 15

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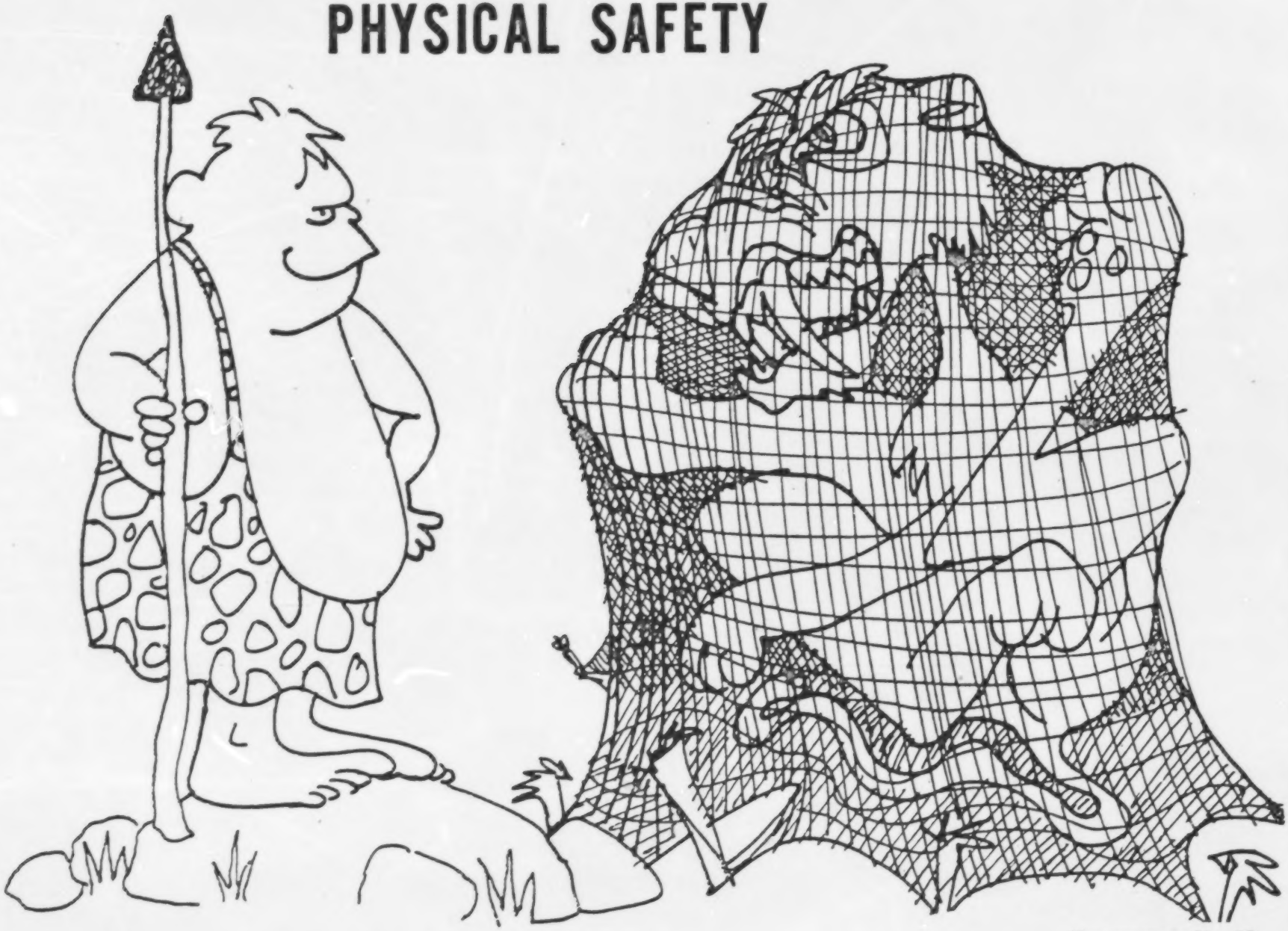
Office of Voc. Educ., State Dept. of Educ., Columbia, S.C.

PHYSICAL SAFETY



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Transparency No. 16

LOVE

Vocational Education Media Center, Clemson University and
Office of Voc. Educ., State Dept. of Educ., Columbia, S.C.

Transparency No. 17

ESTEEM, RESPECT

Vocational Education Media Center
Office of Vocational Education

Transparency No. 18

SELF-REALIZATION

Vocational Education Media Center, Clearwater, Florida
Office of Voc. Educ., State Dept. of Education, Tallahassee, Florida

Transparency No. 19

Human Wants are Satisfied by Goods

Services

Vocational Education Media Center, Clemson University and
Office of Voc. Educ., State Dept. of Educ., Columbia, S.C.

Transparency No. 20

FOUR TYPES OF GOODS

FREE GOODS:

ANY GOOD THAT CAN BE HAD WITHOUT HUMAN EFFORT: SUNSHINE, AIR

ECONOMIC GOODS:

ANYTHING CAPABLE OF SATISFYING HUMAN WANTS BUT AVAILABLE ONLY WITH HUMAN EFFORT

CONSUMER GOODS:

GOODS USED BY THE CONSUMER TO SATISFY HIS PERSONAL WANTS

CAPITAL GOODS:

ANY GOOD USED TO PRODUCE ANOTHER GOOD

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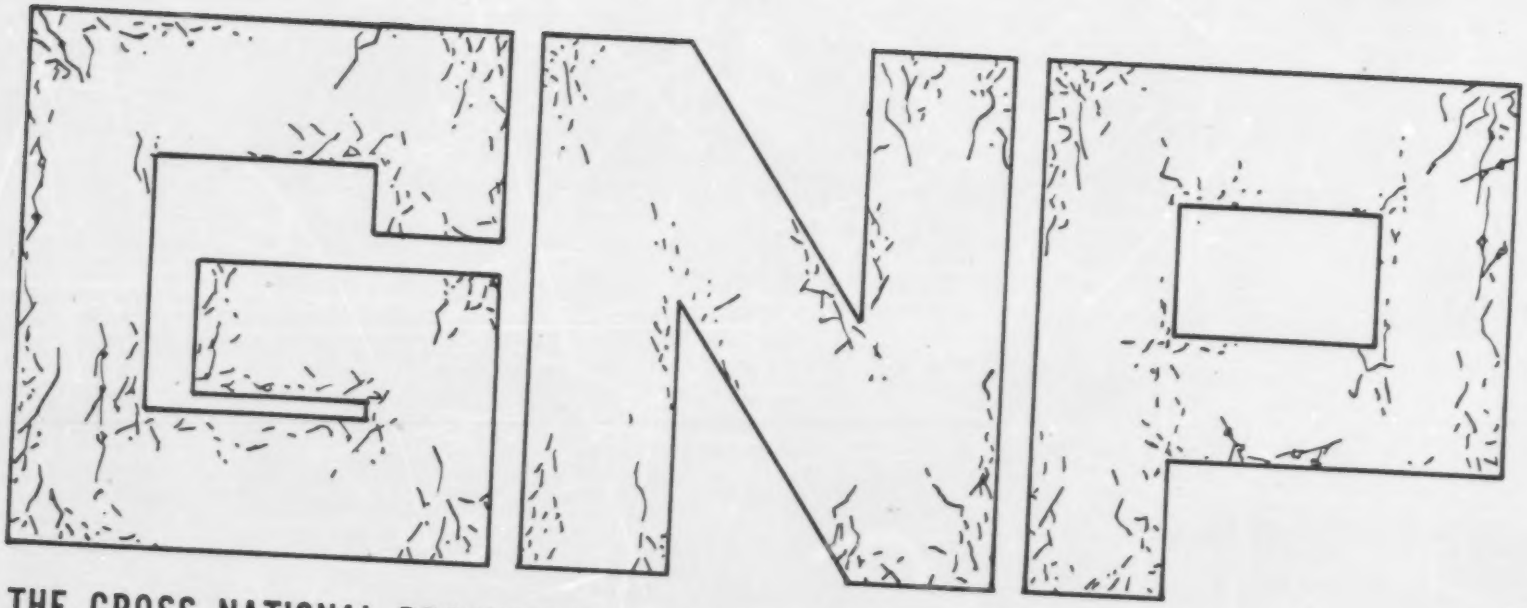
Office of Voc. Educ., State Dept. of Educ., Columbia, S.C.

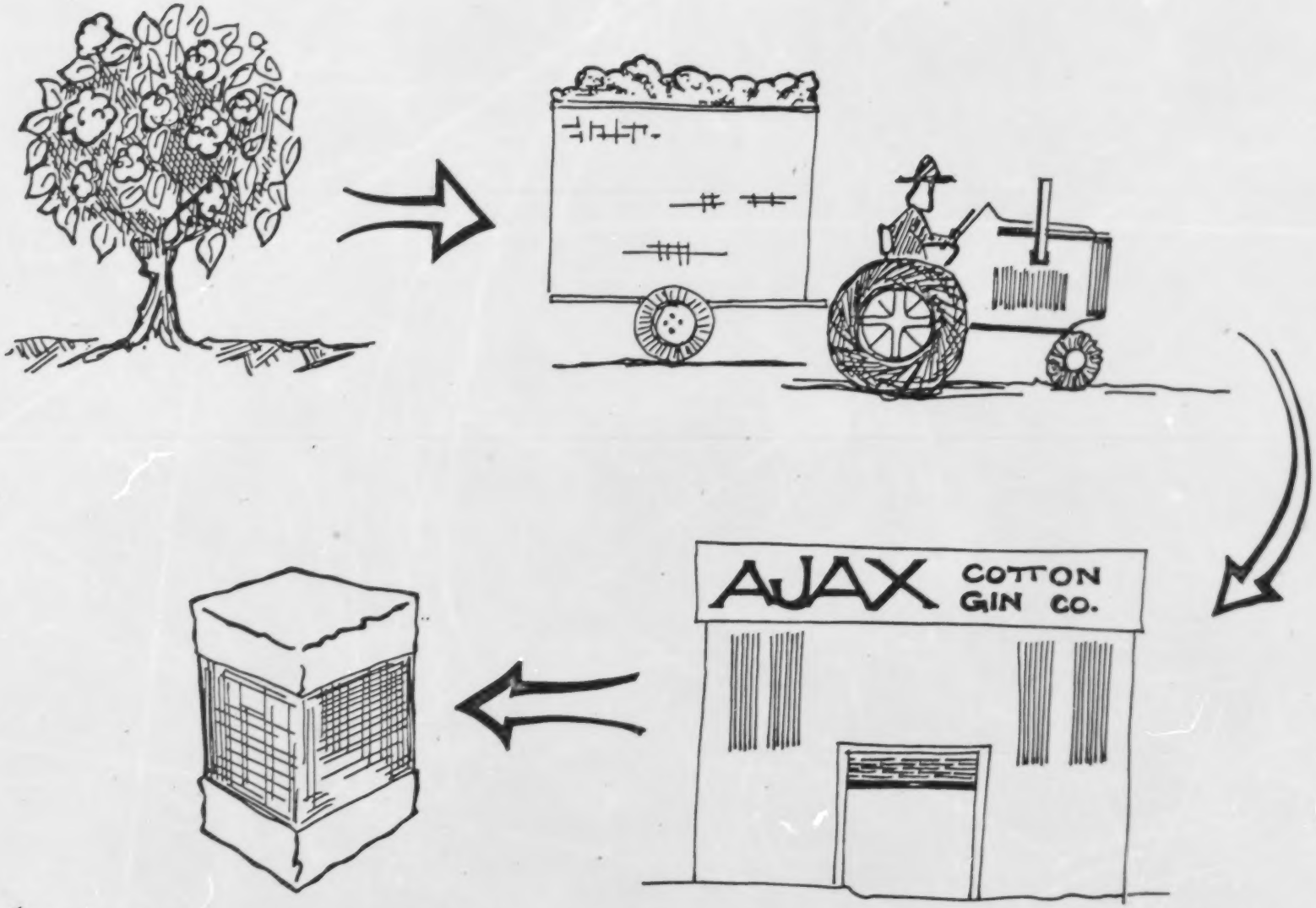


THE GROSS NATIONAL PRODUCT IS THE OUTPUT OF ALL GOODS AND SERVICES FOR A GIVEN YEAR BY AN ECONOMY AND VALUED AT CURRENT MARKET PRICES

THIS IS THE MOST IMPORTANT FACTOR IN JUDGING AN ECONOMY

Vocational Education Media Center, Clemson University and Office of Voc. Educ., State Dept. of Educ., Columbia, S.C.

COTTON: FIELD TO MARKET



Vocational Education Media Center, Clemson University and
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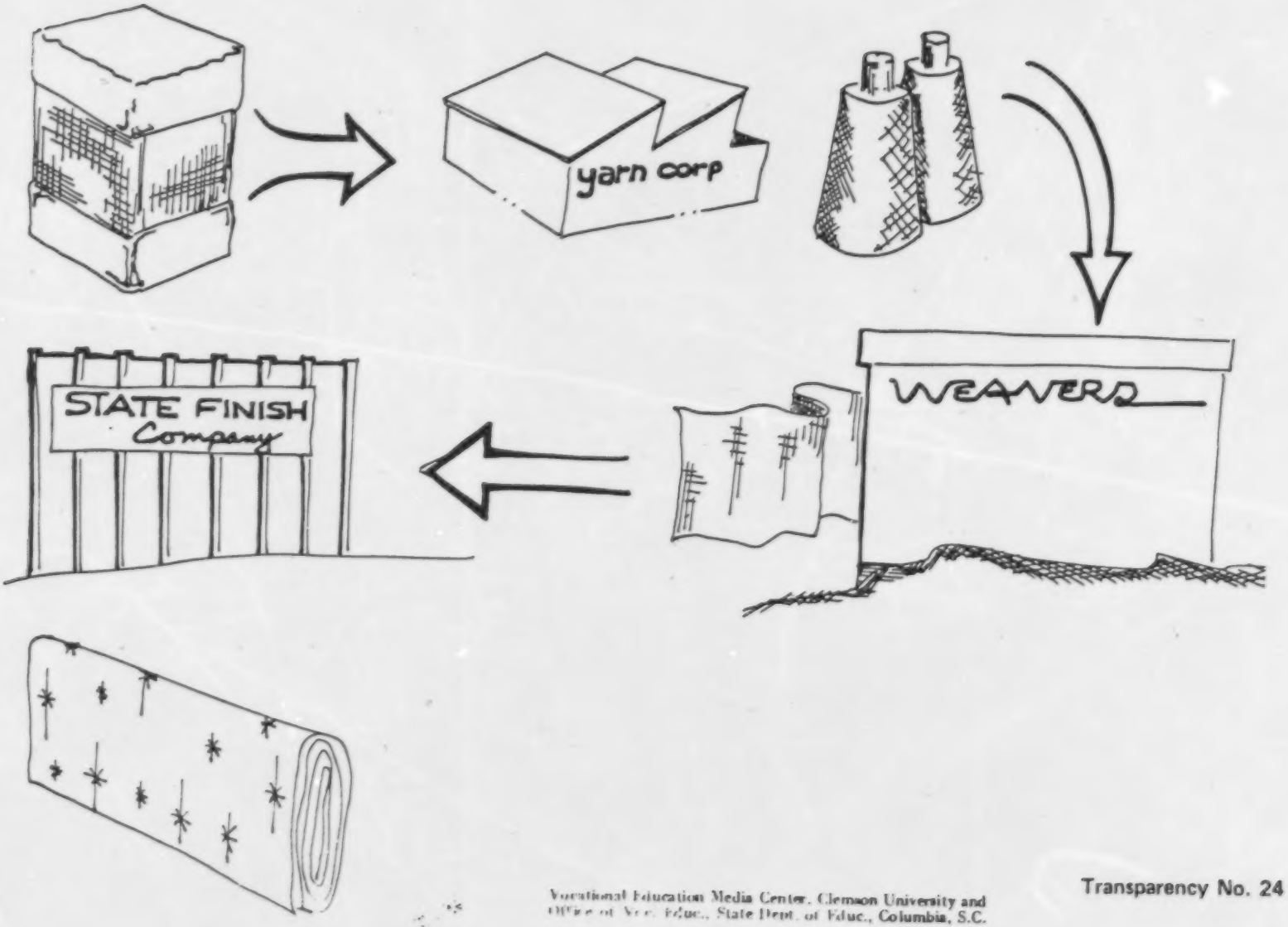
Transparency No. 23

COTTON: FIELD TO MARKET



Vocational Education Media Center, Clemson University and
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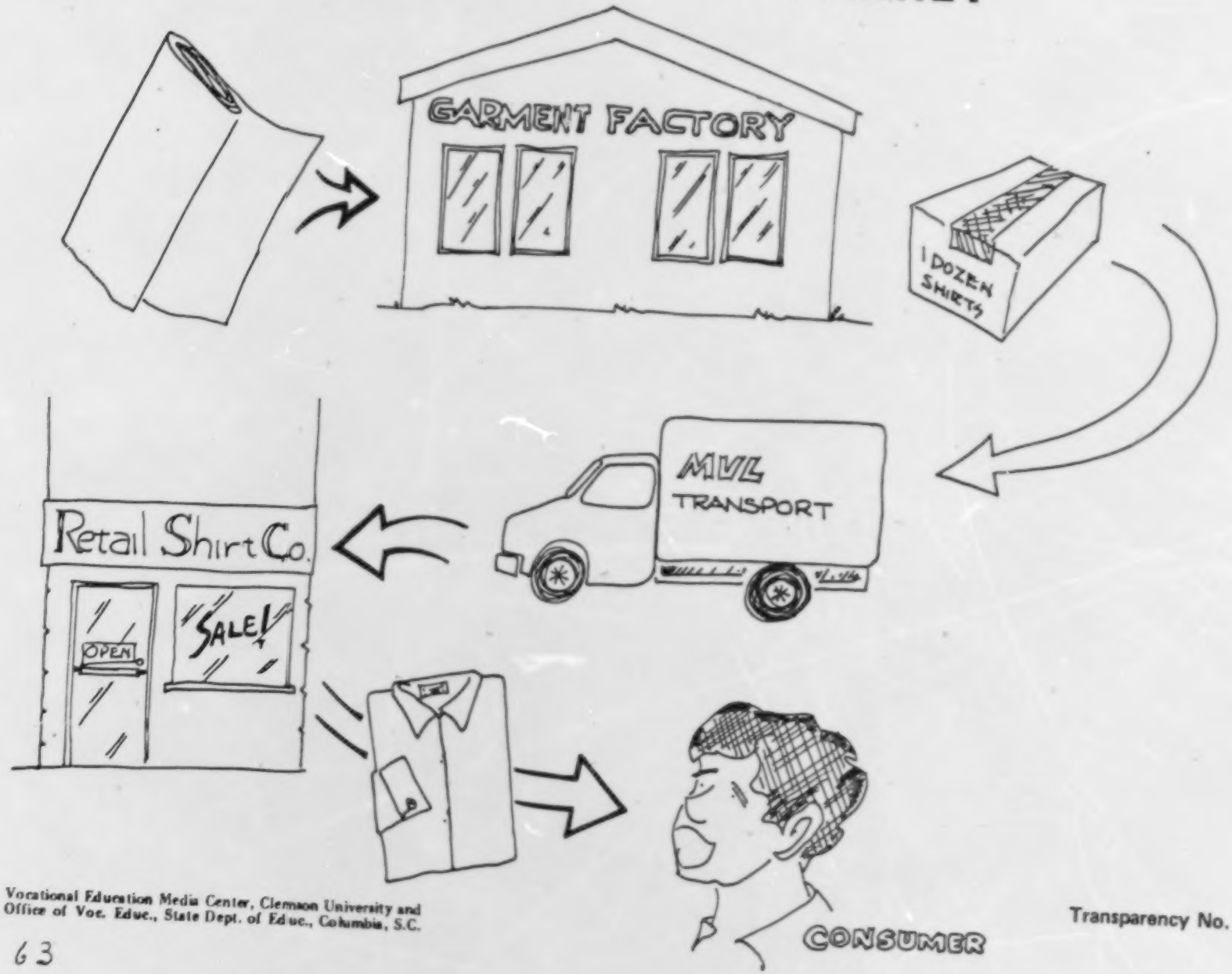
Transparency No. 24

COTTON: FIELD TO MARKET



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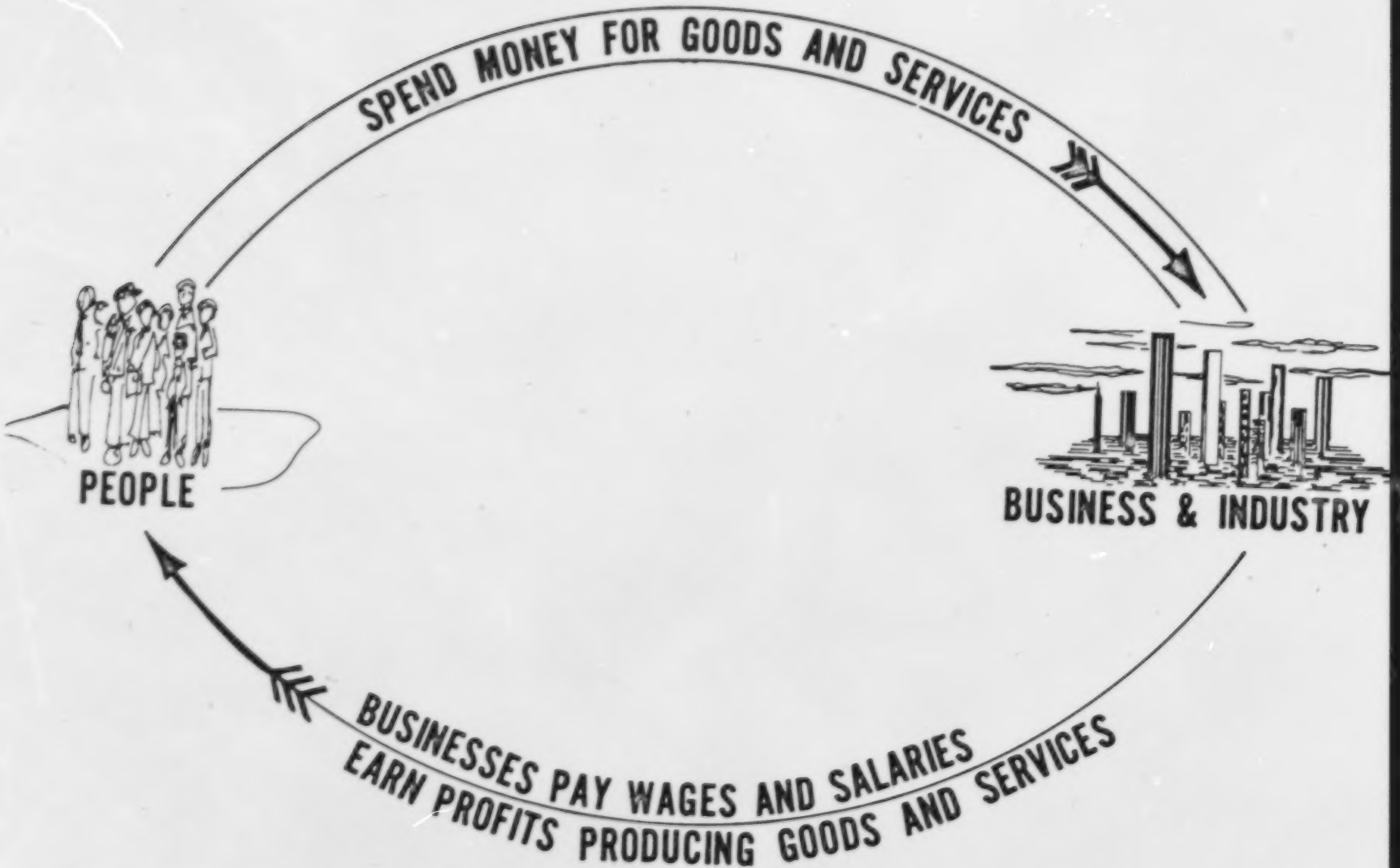
Transparency No. 25

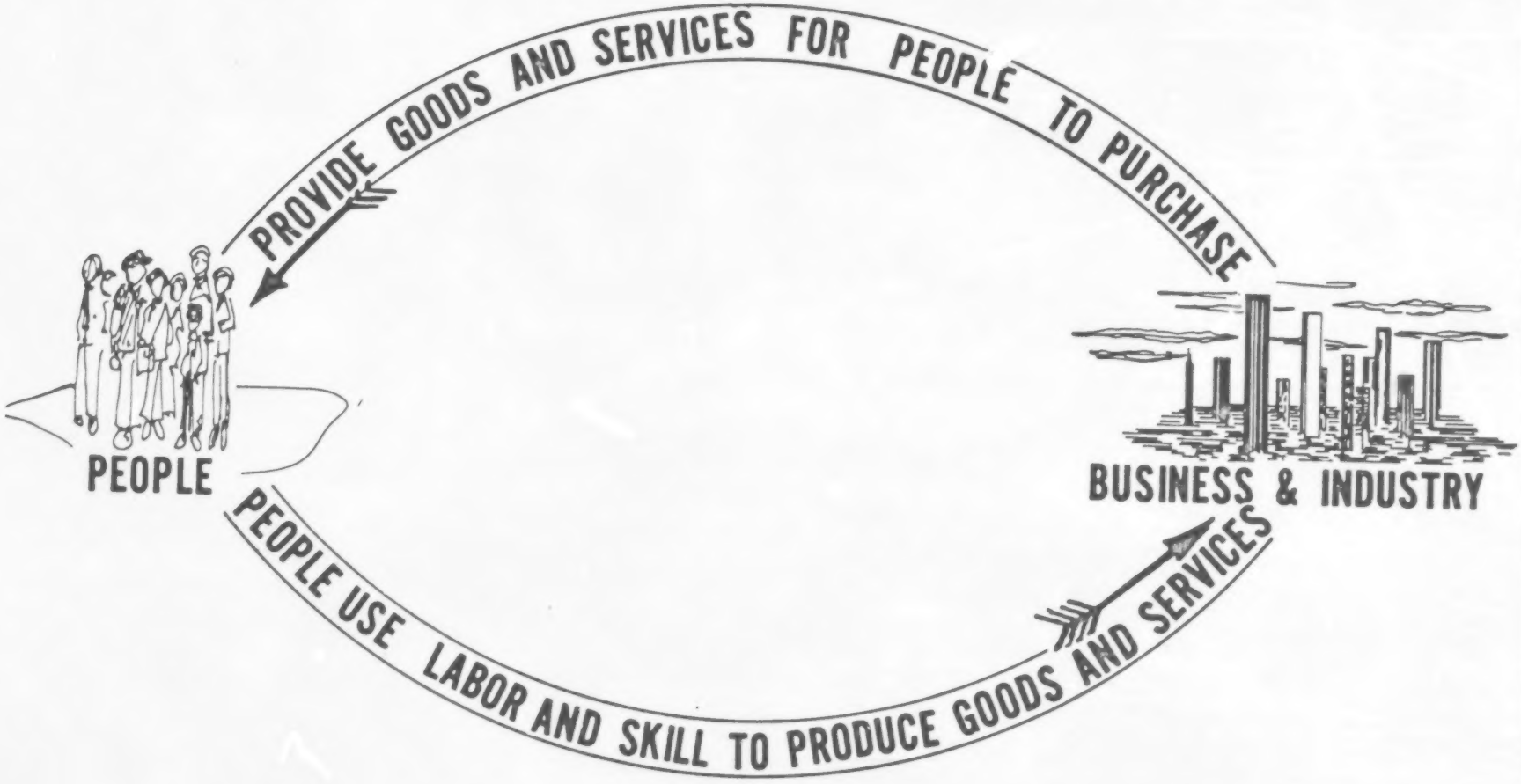
FLOW OF MONEY


SPEND MONEY FOR GOODS AND SERVICES
PEOPLE
BUSINESS & INDUSTRY
BUSINESSES PAY WAGES AND SALARIES
EARN PROFITS PRODUCING GOODS AND SERVICES

Vocational Education Media Center, Clemson University and
Office of Voc. Educ., State Dept. of Educ., Columbia, S.C.

Transparency No. 26

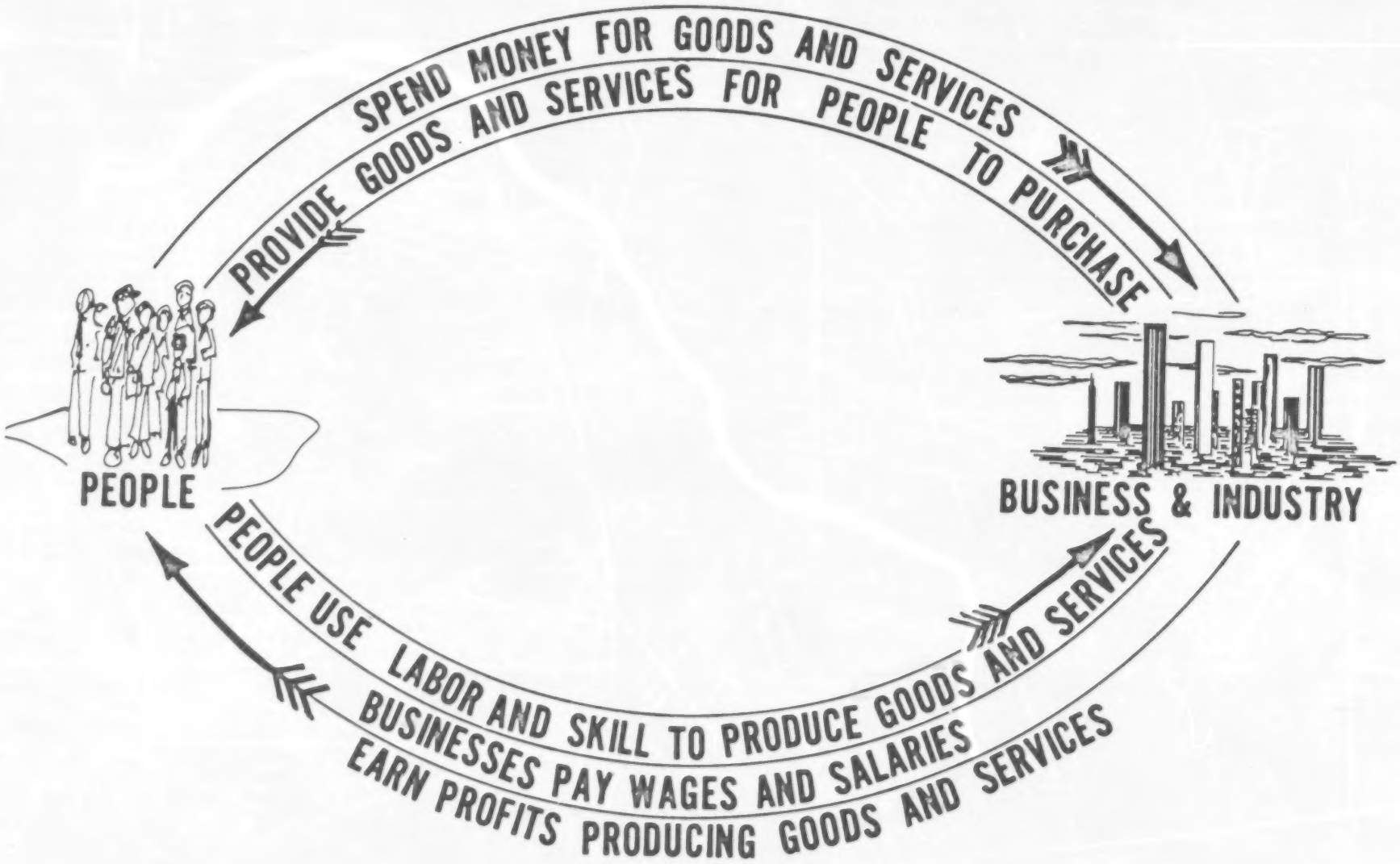
FLOW OF GOODS AND SERVICES


PROVIDE GOODS AND SERVICES FOR PEOPLE TO PURCHASE
PEOPLE
BUSINESS & INDUSTRY
PEOPLE USE LABOR AND SKILL TO PRODUCE GOODS AND SERVICES

Vocational Education Media Center, Clemson University and
Office of Voc. Educ., State Dept. of Educ., Columbia, S.C.

Transparency No. 27

COMBINED FLOW


SPEND MONEY FOR GOODS AND SERVICES
PROVIDE GOODS AND SERVICES FOR PEOPLE TO PURCHASE
PEOPLE
BUSINESS & INDUSTRY
PEOPLE USE LABOR AND SKILL TO PRODUCE GOODS AND SERVICES
BUSINESSES PAY WAGES AND SALARIES
EARN PROFITS PRODUCING GOODS AND SERVICES

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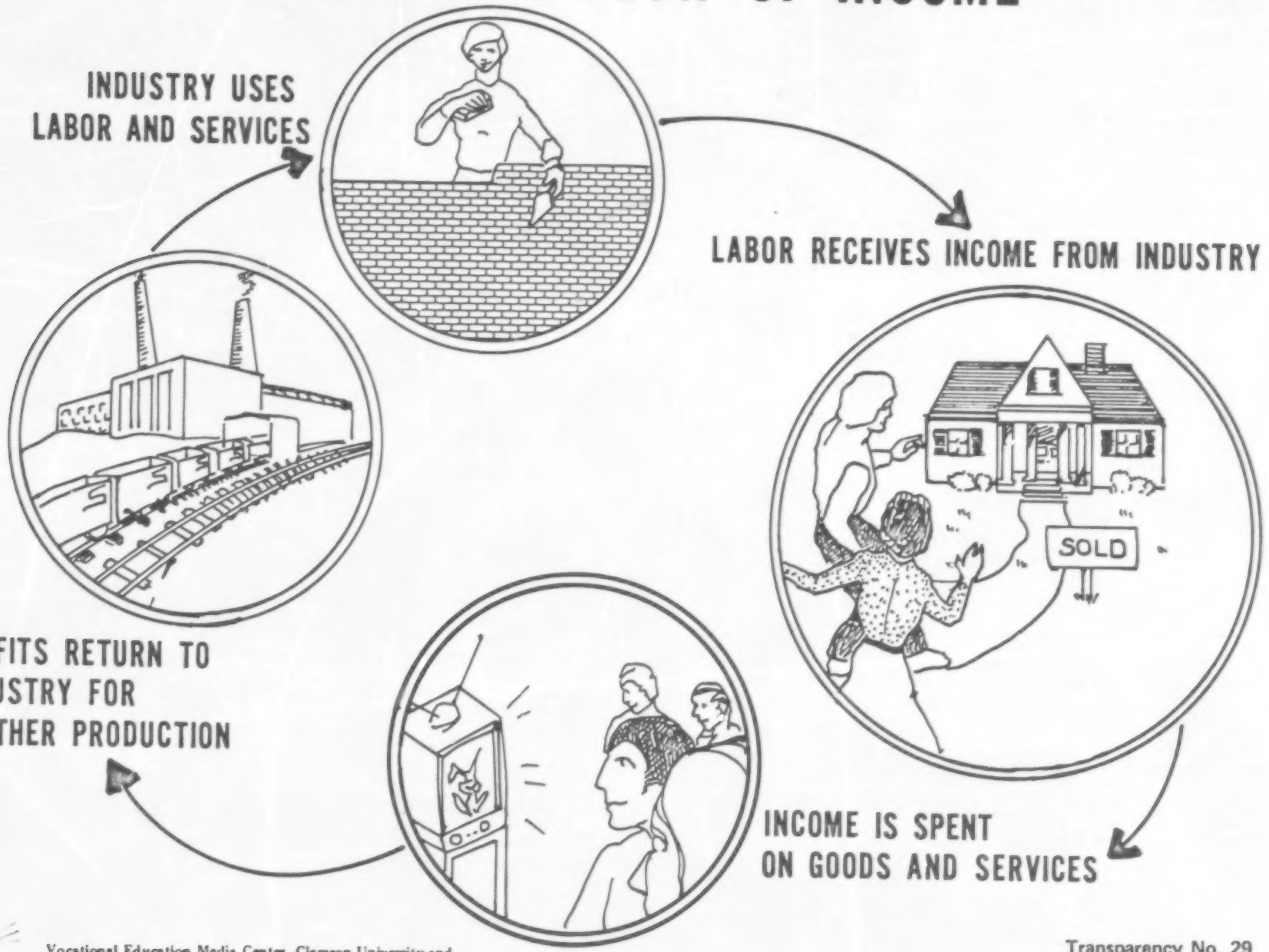
Transparency No. 28

THE CIRCULAR FLOW OF INCOME



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Transparency No. 29

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AMERICA'S WHEEL OF ECONOMIC PROGRESS

Vocational Education Media Center, Clemson University and
Office of Voc. Educ., State Dept. of Educ., Columbia, S.C. Courtesy of the National School Committee for Economic Education, Inc.

Transparency No. 30

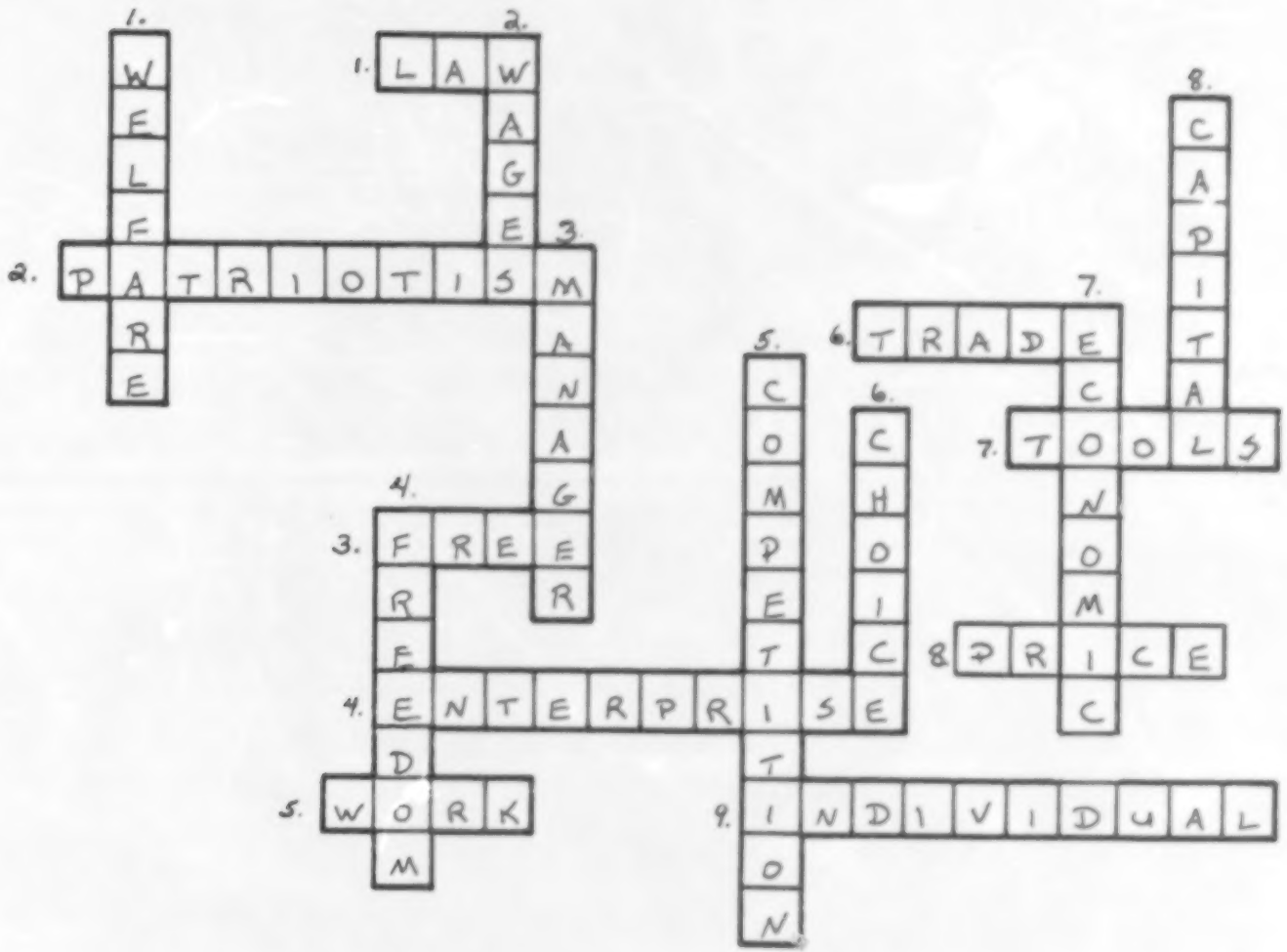
PUZZLE NO. 1 — ECONOMICS AND FREE ENTERPRISE

Transparency No. 31

Courtesy of the National School Committee for Economic Education, Inc.

Vocational Education Media Center, Clemson University and Office of Voc. Educ., State Dept. of Educ., Columbia, S.C.

PUZZLE NO. 2 – ECONOMICS AND FREE ENTERPRISE



Transparency No. 32

Vocational Education Media Center, Clemson University and Office of Voc. Educ., State Dept. of Educ., Columbia, S.C.

PUZZLE NO. 3 – ECONOMICS AND FREE ENTERPRISE

1. COMPETITION
2. CHOICES
3. BOSS
4. ECONOMY
5. TOOLS
6. AMERICAN
7. PRIVATE
8. COSTS
9. FREE
10. RESOURCES
11. LIBERTY
12. ORDER
13. INTERDEPENDENCE
14. CUSTOMER
15. MONEY

Courtesy of the National School Committee for Economic Education, Inc.

Vocational Education Media Center, Clemson University and Office of Voc. Educ., State Dept. of Educ., Columbia, S.C.

PUZZLE NO. 4 – ECONOMICS AND FREE ENTERPRISE

1. RESPONSIBILITY
2. LAW
3. WHEEL
4. AMERICA
5. INDIVIDUAL
6. ORDER
7. SPOKES
8. PROPERTY
9. FREEDOM
10. CUSTOMER
11. PRINCIPLES

Courtesy of the National School Committee for Economic Education, Inc.
Transparency No. 34

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CARE OF YOUR TRANSPARENCIES

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1. The transparencies have been dusted during the printing process. This dust may be washed off with a damp, soft cloth. Use water only. The dust can cause unsightly shadows on your projector. Dry the transparencies gently with a cloth, paper towel, or by spreading them out on a table until dry.

2. Please do not write on the transparency with a grease or wax pencil. If you wish to emphasize something, place a clear sheet of plastic over the transparency and write on the clear sheet. This will prevent possible abrasion to the transparency.

3. Store this folder in a good filing cabinet. If you wish to mount them you may. Overlays should be hinged together to start with.

4. Store in a dry place.

5. Yes, the plastic will bend, tear and scratch – if you let it be abused. Cared for properly, it will last for many years.

6. To separate the transparency from the slip sheet, grasp the transparency in one hand and the slip sheet in the other, near the glue strip, and carefully pull the two apart.